



ABBEVILLE PREMIER ACADEMY

701 Washington Street
Abbeville, South Carolina 29620

GRADES	9 High School	
ENROLLMENT	27 Students	
PRINCIPAL	Harold Campbell	864-366-5916
SUPERINTENDENT	C. Michael Campbell, Ph.D.	864-459-5427
BOARD CHAIR	Dr. Larry D. Lawson	864-446-3250



THE STATE OF SOUTH CAROLINA

**ANNUAL SCHOOL
REPORT CARD**

2004

ABSOLUTE RATING:

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
N/A	N/A	N/A	N/A	N/A

IMPROVEMENT RATING:

ADEQUATE YEARLY PROGRESS:

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

Percent	Our School			High Schools with Students Like Ours		
	2004	2005	2006	2004	2005	2006
Passed 2 subtests	N/A	N/A	N/A	N/A	N/A	N/A
Passed 1 subtest	N/A	N/A	N/A	N/A	N/A	N/A
Passed no subtests	N/A	N/A	N/A	N/A	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	N/A	N/A
Seniors who met the SAT/ACT requirement	N/A	N/A
Seniors who met the grade point average	N/A	N/A

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

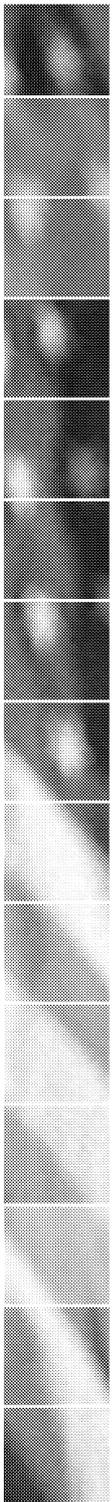
	Our School	High Schools with Students Like Ours
Number of Students	N/A	N/A
Number of Diplomas	N/A	N/A
Rate	N/A	N/A

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	N/A	N/A	N/A	N/A	N/A	N/A	
Gender							
Male	N/A	N/A	N/A	N/A	N/A	N/A	
Female	N/A	N/A	N/A	N/A	N/A	N/A	
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	
Racial/Ethnic Group							
Non disabled	N/A	N/A	N/A	N/A	N/A	N/A	
Disabilities other than speech	N/A	N/A	N/A	N/A	N/A	N/A	
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample



HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Mathematics - State Performance Objective = 30.0%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

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DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 27)				
Retention rate	0.0%	N/A	9.4%	9.1%
Attendance rate	98.5%	N/A	95.7%	96.0%
Eligible for gifted and talented	0.0%	No change	7.0%	5.8%
With disabilities other than speech	10.3%	Up from 0.0%	14.3%	12.7%
Older than usual for grade	0.0%	Down from 11.0%	12.7%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 10.5%	0.8%	1.6%
Enrolled in AP/IB programs	N/R	N/R	9.6%	10.2%
Successful on AP/IB exams	N/AV		41.9%	53.8%
Annual dropout rate	0.0%	No change	2.6%	2.7%
Career/technology students in co-curricular organizations	N/A	N/A	5.5%	3.6%
Enrollment in career/technology center courses	N/A	N/A	445	466
Students participating in worked-based experiences	N/A	N/A	18.7%	25.7%
Career/technology students mastering core competencies	N/A	N/A	74.3%	77.7%
Career/technology completers placed	N/A	N/A	98.6%	99.3%
Teachers (n=)				
Teachers with advanced degrees	N/A	N/A	50.0%	52.0%
Continuing contract teachers	N/A	N/A	81.5%	82.1%
Highly qualified teachers**	N/A	N/A	89.2%	89.5%
Teachers with emergency or provisional certificates	N/A		11.1%	8.6%
Teachers returning from previous year	N/A	N/A	84.7%	86.2%
Teacher attendance rate	93.9%	Down from 96.8%	95.1%	95.3%
Average teacher salary	I/S	I/S	\$40,430	\$41,060
Prof. development days/teacher	17.0 days	Up from 7.3 days	10.8 days	10.6 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	15.1 to 1	Up from 7.9 to 1	23.9 to 1	26.4 to 1
Prime instructional time	89.1%	N/R	89.3%	90.0%
Dollars spent per pupil*	N/A	N/A	\$6,757	\$6,310
Percent of expenditures for teacher salaries*	N/A	N/A	58.2%	57.9%
Opportunities in the arts	Poor	No change	Excellent	Excellent
Parents attending conferences	99.0%	N/R	88.9%	89.3%
SACS accreditation	No	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good
* Prior year audited financial data are reported.				
		Our District	State	
Highly qualified teachers in low poverty schools**		N/A	92.0%	
Highly qualified teachers in high poverty schools**		92.9%	91.1%	
		State Objective	Met State Objective	
Highly qualified teachers in this school**		65.0%		
Student attendance in this school		95.3%	Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Abbeville Premier Academy is located on the campus of Abbeville High School, and in Fall 2004 completed its second full-year with students. The Academy provides services to "at-risk" 9th-grade students in a non-traditional learning environment. The school's goal is to help students transition smoothly from middle to high school by closely monitoring their academic performance, offering additional courses to enhance math and reading skills, and encouraging responsible behavior.

Students in the Premier Academy are enrolled in core 9th-grade classes as well as a course designed to build their math and reading skills. They participate in various field trips to enhance career development, set goals for themselves and receive rewards for their achievement, and are involved with a ROPES course as part of their character education curriculum. Two teachers monitor the students' performance and communicate closely with parents.

This year, the Academy enrolled 30 students, allowing a 15:1 student-pupil ratio in the classroom. All students benefited from the smaller class sizes and individual attention they received. The students made great improvements at the ROPES course with six of them pursuing certification in that field. During the year, students participated in field trips including tours of a college, large industry, and local community organizations. Based on their performance in the Academy, students were awarded trips to local restaurants and a theme park.

The Premier Academy is proud to declare that all 30 students who enrolled completed the entire year and with minimal disciplinary referrals. Most students elevated their math and reading scores, 8 students made the A-B honor roll during the year, and 90% of the students earned the credits necessary to be promoted to the 10th grade.

We look forward to serving more students in the upcoming school year.

Harold Campbell, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	4	27	13
Percent satisfied with learning environment	I/S	81.5%	92.3%
Percent satisfied with social and physical environment	I/S	81.5%	84.6%
Percent satisfied with home-school relations	I/S	77.8%	63.6%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.